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ABSTRACT

The achievement levels of limited-English-proficient (LEP) students in the Austin (Texas) Independent School District in mathematics, reading, and writing are reported and compared with those of students in previous years. The district enrolled 4,888 LEP students in 1988-89 (89% were Spanish speakers, 4% were Vietnamese, and 7% represented 49 other language groups). Most were served through Transitional Bilingual Education (TBE) and English as a Second Language (ESL) programs. Mastery percentages on the Texas Educational Assessment of Minimum Skills (TEAMS) examinations for grades 1 through 9 increased in 8 of 15 comparisons by grade and subject area. Exit-level TEAMS scores for 11th graders indicated that TEAMS must be a special emphasis if LEP students are to graduate on time. On the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency, Spanish-speaking students gained over one grade equivalent (GE) between spring 1988 and spring 1989 in about half the comparisons. Vietnamese LEP students gained over one GE in 25 of 36 comparisons. Compared to the 1986-87 school year, the LEP junior high dropout rate declined in 1987-88, but the dropout rate for senior high rose. Ten graphs and 11 tables present data from these studies. Six attachments, with eight tables, contain summary statistics, program summary data, and definitions used in the Generic Evaluation System (GENESYS) developed by the AISD to evaluate student achievement. (SLD)

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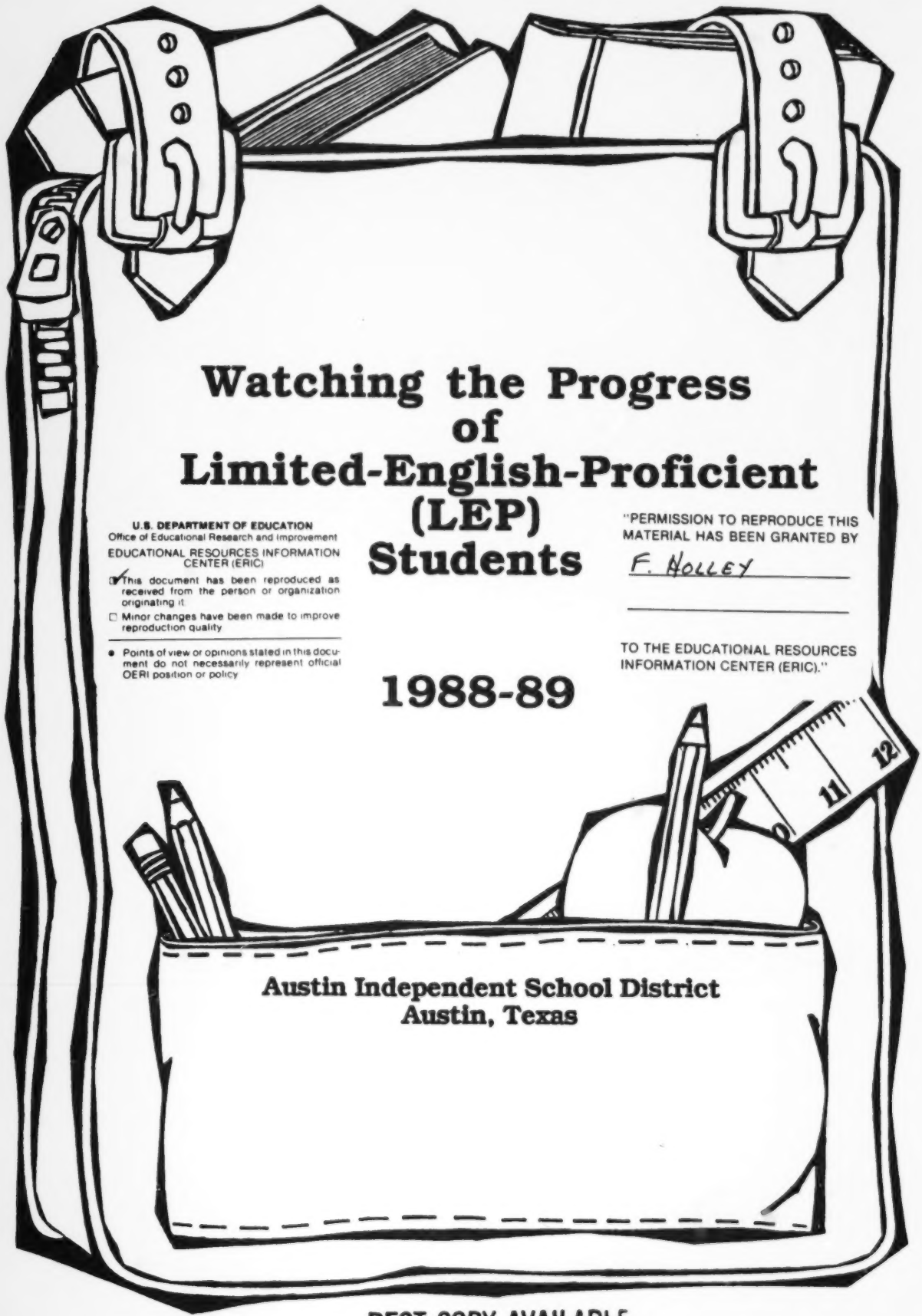

Watching the Progress of Limited-English-Proficient (LEP) Students

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1988-89

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WATCHING THE PROGRESS
OF LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS 1988-89
EXECUTIVE SUMMARY

AUTHORS:Belinda Olivarez Turner, Nancy R. Baenen, Vicente Paredes

Program Description

The Austin Independent School District (AISD) enrolled 4,888 students with limited-English proficiency (LEP) in 1988-89; 89% were Spanish speakers, 4% were Vietnamese, and 7% represented 49 other language groups. Most AISD LEP students (3,811) were served through one of two basic programs—Transitional Bilingual Education (TBE) and English as a Second Language (ESL).

- TBE, providing dual language instruction in major content areas, was available to Spanish speakers at grades pre-K through 8 and Vietnamese speakers at grades K-5. Some dual language instruction was available to Indochinese students at Dobie (grades 6-8) and Spanish speakers at Travis (grades 9-12).

- ESL provided intensive English instruction to other LEP students.

Some LEP students were also served by special education only (481) or alternative instructional programs (19); 577 declined services.

Major Findings

1. **ENGLISH TEAMS—GRADES 1-9**: Compared to 1987-88, this year's mastery percentages increased in 8 of 15 comparisons by grade and subject area. Mastery percentages increased in all three areas (mathematics, reading, and writing) in grades 1 and 9 and decreased in all three areas at grades 3 and 7. For this year, the percentage of LEP students mastering mathematics (55-91% across grades) was greater than the percentage mastering reading (34-78%) or writing (15-89%). Low mastery of writing among ninth graders (15%) is of particular concern given that this class will be the first required to pass a written composition as part of the TEAMS in order to graduate in 1992. AISD LEP mastery exceeds that for LEP students statewide in half (6 of 12) of the available comparisons (with grade 3 above in all areas and grade 7 below in all areas).

2. **EXIT-LEVEL TEAMS**: Of the eleventh graders tested for the first time in fall, 1988, 59% mastered mathematics and 36% mastered language arts. The percent of LEP students mastering language arts (36%) was lower than in 1987-88 (49%). In 1988-89, nine (38%) of the 24 AISD twelfth graders denied diplomas because of a failure to master TEAMS were LEP. TEAMS must be a special emphasis for LEP students if timely graduation is to occur.

3. **SPANISH TEAMS—GRADES 1 and 3**: Mastery for LEP students tested in Spanish was high (86-98%). Mastery percentages at grade 3 exceeded those at grade 1.

4. **ITBS/TAP:** LEP students with Spanish-speaking backgrounds gained over one grade equivalent (GE) between spring, 1988 and spring, 1989 in about half (17 of 36) of the comparisons by grade and subject area; Vietnamese LEP students showed gains of over one GE in 25 of 36 comparisons. Gains of over one GE allow LEP students to close the gap between their achievement and the national norm.

5. **DROPOUTS**: The 1987-88 LEP junior high dropout rate (14.4%) was lower than in 1986-87 (19.0%). The difference between the LEP rate and the AISD and Hispanic rates decreased somewhat.

   The opposite was true at the senior high level, with the 1987-88 LEP dropout rate (22.1%) higher than the 1986-87 rate (20.5%). The difference between the LEP rate and the AISD and Hispanic rates also increased.

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

FINAL REPORT 1

What Is Important to Know About AISD's LEP Population? 1

What Services Are Provided to LEP Students? 2

Are AISD's Programs for LEP Students Effective? 7
TEAMS: 7
Grades 1-9 8
Exit-Level 12
Spanish TEAMS 13
ITBS/TAP 15
Two-year trends 15
Dropout Rates 20

Additional Information: Achievement, Attendance, Discipline, Grades, Retention, and Dropouts 22

References 26

Attachments 27

WATCHING THE PROGRESS OF LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS 1988-89

FINAL REPORT

WHAT IS IMPORTANT TO KNOW ABOUT AISD'S LEP POPULATION?

All students new to AISD complete a Home Language Survey upon entry. For those who indicate a language other than English (LOTE) in the home, identification procedures are completed to determine whether or not the students have limited English proficiency (LEP). In the fall of 1988, 1,589 new students were processed; 1,251 or 79% were identified as LEP.

The total population of LEP students in AISD as of October, 1988 was 4,888. The total number of LEP students in AISD rose 273 students (5.9%) between fall, 1987 and fall, 1988. Some key facts about AISD's LEP population follow. (Attachment 1 shows specific figures for fall.)

FIGURE 1
LANGUAGES SPOKEN BY LEP STUDENTS
FALL PRE-K TO 12
1988-89

- AISD has LEP students from 51 language groups. Most (89%) of AISD's LEP students are Spanish speakers. Vietnamese speakers represent 4% of the LEP population, with 7% speaking other languages.

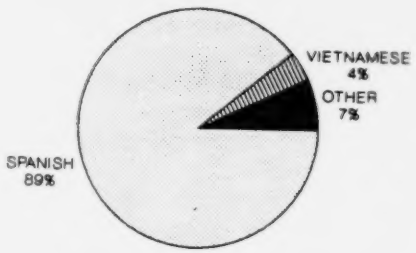
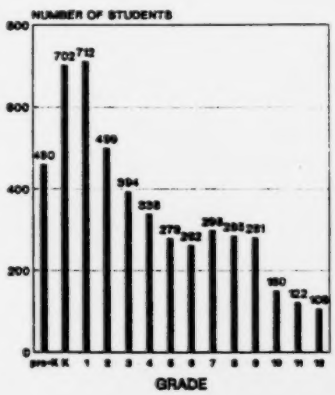


FIGURE 2
FALL LEP COUNT PRE-K TO 12
1988-89

- The number of LEP students is higher at the elementary level than at the secondary level, with 3,384 students (69%) in grades pre-K through five, 262 (5%) in grade 6 (48 sixth graders are in elementary schools), and 1,242 (25%) in grades seven through twelve.



- The District's objective is to help its LEP students attain English proficiency. In order for a student to exit LEP status, he/she must score at least at the 23rd percentile in both reading and language on the Iowa Tests of Basic Skills (ITBS) or Tests of Achievement and Proficiency (TAP), show oral English proficiency, and meet promotion standards in English. The number of LEP students considered proficient enough to exit status as LEP in 1988-89 was 412, which was 8.6% of the LEP population. Attachment 2 shows all spring 1989 counts related to LEP students.

- There were 577 LEP students (12% of those eligible) in 1988-89 whose parents requested that their children not be included in any LEP-related instructional program.

WHAT SERVICES ARE PROVIDED TO LEP STUDENTS?

LEP students are generally provided Transitional Bilingual Education (TBE) or English-as-a-Second-Language (ESL) programs, depending on their home language, grade, and state requirements. Some receive special education or other services as appropriate. Parent permission is required for all programs.

- TBE provides dual-language instruction in major content areas to Hispanic LEP students at grades pre-K through 8, and Vietnamese LEP students at grades pre-K through 5. The amount of time spent in each language varies based on students' needs.

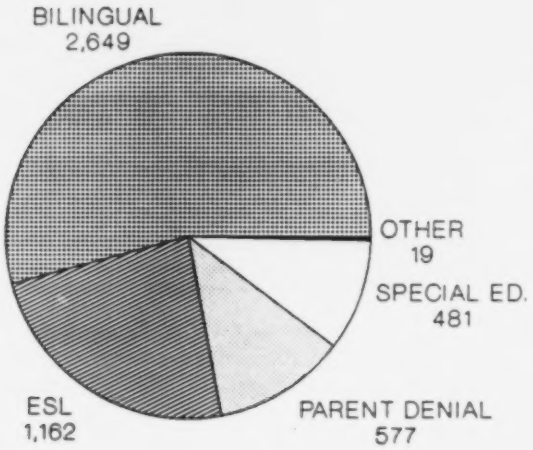
- Some dual-language instruction is also provided to Vietnamese and other Indochinese students at Dobie and to Hispanic students at Travis. However, all content areas are not covered. The programs might be best described as "enhanced ESL."

- ESL provides instruction in listening, speaking, and writing English. The cultural heritage of the United States and countries reflecting students' primary languages is also addressed.

- The program provided to special education LEP students is determined by the Admission, Review, and Dismissal Committee.

- Students who return to LEP status after leaving the program can be served by other appropriate services or programs.

FIGURE 3
TOTAL LEP POPULATION
PROGRAM SERVICE FALL 1988-89



In spring, 1988, the Texas Education Agency (TEA) sent a questionnaire designed to gather information on the bilingual and ESL programs in AISD for 1987-88. The questionnaires (one for each school in AISD) included a checklist of various instructional arrangements and approaches used in bilingual and ESL instruction. Arrangements, as TEA defined them, (typically) refer to the physical setting in which instruction occurs; approaches represent the instructional methodology. Because these terms are not always clearly separable, some arrangements may also be perceived as approaches.

TEA calculated the percentages of campuses in districts with more than 1,000 average daily attendance (ADA) in Texas that used the different approaches and arrangements. This information was taken from the Program Evaluation Report: Bilingual/ESL Education, TEA Publication No. RE9-726-03, September 1988. To make a comparison, the percentages of campuses for AISD that used the different approaches and arrangements were also calculated. The percentage of campuses using the different approaches for AISD and the State are listed in Figure 4 and the percentages of campuses that used the different arrangements are listed in Figure 5. Based on the data:

- The instructional approaches used most often by AISD in bilingual classrooms K-6 were ESL for language arts, ESL for content, drill and practice, and primary language for clarification. This was similar to what was used most often by the State. Additional time on task ranked fifth in AISD; it ranked lower statewide. Primary language for content and language arts ranked higher statewide.

- The instructional approaches used most often in elementary ESL classrooms were ESL for language arts, ESL for content, and drill and practice. At the secondary level, the approaches that ranked among the highest were ESL for language arts, drill and practice, additional time on task, test taking skills, and study skills. Heterogeneous grouping for language arts and study skills were ranked higher statewide than in AISD, with drill and practice and additional time on task less common.

- Instructional arrangements used most often by AISD in elementary bilingual classrooms were tutorial, self-contained, summer school, and team-teaching. Arrangements used most often by the State were the same, except that an aide in the classrom was more common than team teaching.

- Arrangements used most often by AISD in elementary ESL classrooms were tutorial, self-contained, team teaching, and summer school. At the secondary level in AISD, tutorials and summer school were common, but arrangements were more likely departmentalized than self-contained. Compared to other districts statewide, the arrangements used most often were similar except resource arrangement was more common at the elementary level statewide than team teaching.

Figure 4
INSTRUCTIONAL APPROACHES BY GRADE SPAN USED IN AISD

PERCENT OF CAMPUSES IN GRADE SPANS USING PARTICULAR APPROACHES

APPROACH	BILINGUAL K-6 (N=55)	Rank	6-8 (N=2)	Rank	ESL K-6 (N=57)	Rank	6-8 (N=13)	Rank	9-12 (N=6)	Rank
Mastery Learning	65.5	10	100.0	1	38.6	8	61.5	5	66.7	9
Drill and Practice	89.1	3	100.0	1	61.4	3	84.6	1	83.3	3
ESL for Language Arts	96.4	1	100.0	1	70.2	1	84.6	1	83.3	3
ESL for Content	94.5	2	100.0	1	68.4	2	46.2	12	66.7	9
Primary Language for Content	76.4	6	50.0	12	33.3	11	46.2	12	50.0	13
Primary Language/Language Arts	69.1	8	50.0	12	24.6	15	23.1	14	66.7	9
Primary Language/Clarification	78.2	4	50.0	12	38.6	8	53.8	9	66.7	9
Self Paced	40.0	15	50.0	12	28.1	13	53.8	9	83.3	3
Study Skills	63.6	11	100.0	1	49.0	6	61.5	5	83.3	3
Test Taking Skills	76.4	6	100.0	1	56.1	4	69.2	4	100.0	1
Peer Tutor	52.7	13	100.0	1	35.1	10	61.5	5	50.0	13
Additional Time on Task	78.1	5	100.0	1	49.1	5	84.6	1	100.0	1
Individual Progress	40.0	15	50.0	12	28.1	13	53.8	9	83.3	3
Bilingual All Day	69.1	8	100.0	1	24.6	15	00.0	16	16.7	16
Grouping Heterogeneously/LA	60.0	12	100.0	1	43.9	7	61.5	5	83.3	3
Grouping Homogeneously/LA	52.7	13	100.0	1	31.6	12	23.1	14	33.3	15

INSTRUCTIONAL APPROACHES BY GRADE SPAN FROM DISTRICTS IN TEXAS WITH MORE THAN 1,000 ADA

PERCENT OF CAMPUSES IN GRADE SPANS USING PARTICULAR APPROACHES

APPROACH	BILINGUAL K-6 (N=55)	Rank	6-8*	ESL K-6 (N=57)	Rank	6-8 (N=13)	Rank	9-12 (N=6)	Rank
Mastery Learning	63.7	7		53.6	7	58.0	5	49.8	9
Drill and Practice	40.5	14		36.0	11	34.2	13	22.8	13
ESL for Language Arts	79.7	4		92.4	1	91.1	1	90.2	1
ESL for Content	73.5	6		62.0	3	56.3	7	50.8	7
Primary Language for Content	84.1	2		14.7	14	13.5	15	9.4	15
Primary Language/Language Arts	85.0	1		14.8	13	16.2	14	11.4	14
Primary Language/Clarification	82.5	3		29.1	12	39.9	12	39.7	12
Self Paced	40.2	15		41.3	10	48.8	10	46.3	11
Study Skills	60.3	9		56.9	5	71.7	2	69.1	3
Test Taking Skills	73.5	6		62.0	3	70.6	3	70.7	2
Peer Tutor	46.6	13		44.4	9	46.1	11	46.6	10
Additional Time on Task	54.3	11		55.1	6	53.9	9	52.1	6
Individual Progress	48.6	12		52.0	8	51.2	8	50.2	8
Bilingual All Day	61.5	8		6.6	15	2.7	16	0.3	16
Grouping Heterogeneously/LA	75.8	5		69.7	2	58.0	5	61.9	4
Grouping Homogeneously/LA	56.9	10		56.2	5	61.7	4	53.4	5

* Bilingual grades 6-8 not available.

Figure 5
INSTRUCTIONAL ARRANGEMENTS BY GRADE SPAN
USED IN AISD

PERCENT OF CAMPUSES IN GRADE SPANS
USING PARTICULAR ARRANGEMENTS

ARRANGEMENT	BILINGUAL K-6 (N=55)	Rank	6-8 (N=2)	Rank	ESL K-6 (N=57)	Rank	6-8 (N=13)	Rank	9-12 (N=6)	Rank
Tutorial	78.2	1	100.0	1	50.9	1	61.5	1	33.3	3
Self-Contained	60.0	2	100.0	1	43.9	2	0.0	8	0.0	6
Team Teaching	30.9	4	50.0	4	33.3	3	7.7	5	0.0	6
Departmentalized	16.4	7	100.0	1	12.3	6	46.2	2	66.7	1
Resource Arrangement	18.2	6	0.0	6	14.0	5	23.1	4	0.0	6
Lab With Computer	21.8	5	0.0	6	12.3	6	7.7	5	33.3	3
Summer School	40.0	3	50.0	4	23.0	4	46.2	3	50.0	2
Aide in Class	1.8	8	0.0	6	1.8	8	7.7	5	16.7	5

INSTRUCTIONAL ARRANGEMENTS BY GRADE SPAN
FROM DISTRICTS IN TEXAS WITH MORE THAN 1,000 ADA

PERCENT OF CAMPUSES IN GRADE SPANS
USING PARTICULAR ARRANGEMENTS

ARRANGEMENT	BILINGUAL K-6 (N=55)	Rank	6-8*	ESL K-6 (N=57)	Rank	6-8 (N=13)	Rank	9-12 (N=6)	Rank
Tutorial	87.3	1		69.2	2	69.3	2	71.7	1
Self-Contained	84.0	2		53.7	3	24.0	7	22.8	5
Team Teaching	35.7	7		27.3	7	8.9	8	8.1	7
Departmentalized	21.4	8		23.1	8	69.8	1	64.5	2
Resource Arrangement	57.4	5		70.8	1	30.2	6	22.5	6
Lab With Computer	46.8	6		35.8	5	34.8	4	23.1	4
Summer School	69.9	3		44.1	4	38.8	3	34.2	3
Aide in Class	65.4	4		33.5	6	32.6	5	26.7	3

* Bilingual grades 6-8 not available

ARE AISD's PROGRAMS FOR LEP STUDENTS EFFECTIVE?

LEP students enter AISD with a dual challenge--to learn English as well as subject area content. This report will focus on growth in English and Spanish achievement as seen on the following achievement measures:

- The Texas Educational Assessment of Minimum Skills, or TEAMS, employed statewide as a measure of mastery of selected minimum skills, and,
- The Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP), norm-referenced tests in English used in AISD which cover a broad range of skills taught in grades 1-12.

Comparisons will be made for those served to national, State, and AISD norms across time used. Based on AISD and national research, the expectations would be that English achievement on a minimum competency test would precede progress of English achievement on a norm-referenced test. Past TEAMS results in Spanish have found high mastery rates for those instructed in Spanish.

Additional achievement information on LEP students being served and students with parent denials is provided in the section on Generic Evaluation Systems (GENESYS) in this report.

TEAMS ENGLISH AND SPANISH

The Texas Educational Assessment of Minimum Skills (TEAMS) is a statewide minimum competency test given at grades 1, 3, 5, 7, 9, and 11 (Exit-Level). The test is given at different times during the year for the different grades. Some exemptions and special rules apply to LEP students the first time they are to be tested with the TEAMS (from 1987 on). Spanish-speaking LEP students at grades 1 and 3 can be tested in English or Spanish; other first and third grade LEP students have the option of a one-time exemption from the test. All LEP students at grades 5, 7, and 9 can also be exempted once from the testing. Special education LEP students can be exempted based on special education guidelines. The Language Proficiency Assessment Committees (LPACs) at each campus decided students' LEP testing status. Generally, however, students dominant or monolingual in another language or balanced but limited in English and another language took the Spanish TEAMS or an exemption as appropriate.

English TEAMS 1988-89: Grades 1-9

The percentage of AISD LEP students tested in English and Spanish and not tested this year is shown below.

Grade	Enrollment	Tested in English		Tested in Spanish		Not Tested	
		Number	Percent	Number	Percent	Number	Percent
1	666	250	38%	355	53%	61	9%
3	365	227	62%	127	35%	11	3%
5	252	186	74%	N/A*	N/A	66	26%
7	193	106	55%	N/A	N/A	87	45%
9	166	73	44%	N/A	N/A	93	56%

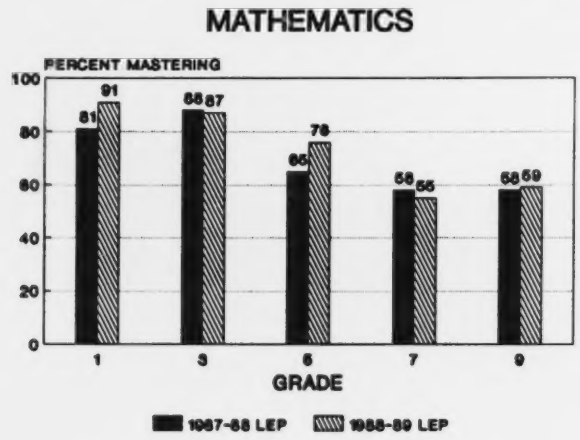
* Not Applicable

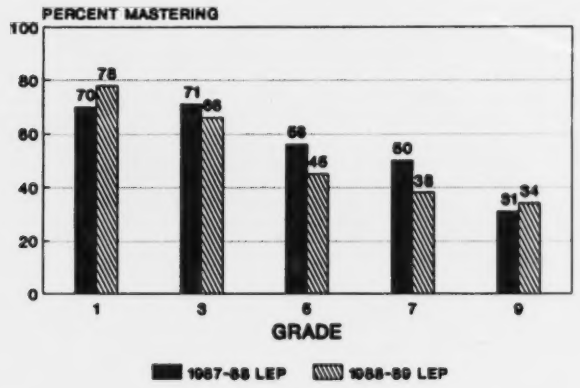
Students not tested reflect those with LEP or special education exemptions as well as those absent on testing days. The percentage not tested is higher at the upper grades (especially grades 7 and 9) because large percentages of the LEP students at the upper grades have only been in the District one to two years and are dominant in another language.

Results on English TEAMS are displayed in chart and graphic form in Figures 6 and 7. English TEAMS mastery percentages for AISD LEP students in grades 1-9 in 1988-89, as compared to 1987-88, show:

- In 1988-89, TEAMS mastery percentages increased over the previous year in 8 of 15 (53%) comparisons by grade and subject area. In 1987-88, there were increases over the previous year in 12 of 15 comparisons. The percent increases for 1987-88 were also larger, in general, than in 1988-89.
- Mastery percentages increased in all three areas in grades 1 and 9. In AISD overall, mastery increased in all areas at grade 1 and two of three areas at grade 9.
- Seven areas had decreases in mastery percentages -- grade 3 mathematics (-1%), reading (-5%) and writing (-6%); grade 5 reading (-11%), and grade 7 mathematics (-3%), reading (-12%), and writing (-2%). Thus, grades 3 and 7 showed decreases in all areas. In AISD overall, mastery increased in all areas at grade 3 and stayed the same in all areas at grade 7.

FIGURE 6
LEP MASTERY OF ENGLISH TEAMS
1987-88 VERSUS 1988-89





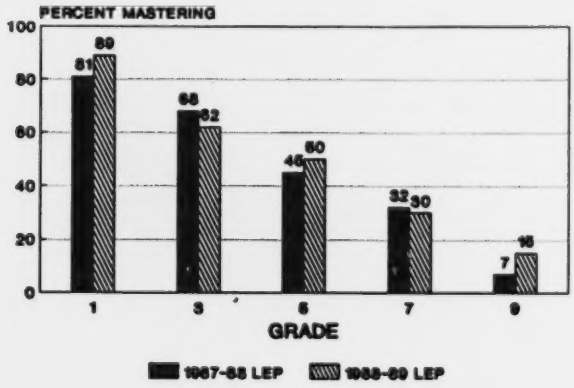


FIGURE 7
LEP MASTERY OF ENGLISH TEAMS - 1988-89
STATEWIDE VERSUS AISD MASTERY PERCENTAGES

		AISD			
		LEP	Non-LEP	Hispanic	LEP State
Grade 1	Mathematics	91	92	90	**
	Reading	78	87	81	
	Writing	89	94	91	
(LEP n=249-250)					
Grade 3	Mathematics	87	93	91	81
	Reading	66	88	82	53
	Writing	62	80	76	52
(LEP n=223-227)					
Grade 5	Mathematics	76	88	85	71
	Reading	45	85	75	48
	Writing	50	83	76	47
(LEP n=179-186)					
Grade 7	Mathematics	55	86	79	71
	Reading	38	85	76	51
	Writing	30	76	65	42
(LEP n=105-106)					
Grade 9	Mathematics	59	79	73	54
	Reading	34	84	76	40
	Writing	15	64	53	28
(LEP n=68-73)					
Grade 11*	Mathematics	59	83	76	**
	Language	36	94	86	
(LEP n=46-47)	Arts				

TEAMS Mastery Percentages: The percentage of students "mastering" each test. The number of items which must be answered correctly to master each test is set by the State Board of Education.

*Students taking the Exit-Level TEAMS for the first time in October, 1988.

**LEP State for grades 1 and 11 not yet available

AISD 1989 Averages Compared to State
6 Higher
6 Lower
Grades 1 and 11 are not yet available

Examination of 1988-89 results for AISD LEP students tested with the English TEAMS in grades 1-9 also shows that:

- By subject, mastery rates were highest in mathematics (55% to 91%), generally followed by reading (34% to 78%), followed by writing (15% to 89%). Grade 1 and 5 mastery is higher in writing than in reading.

- LEP student mastery (as well as mastery percentages districtwide) generally declined across grades, with grade 1 highest in mathematics, reading, and writing. Grade 7 was lowest in mathematics and grade 9 was lowest in reading and writing.

- Of 12 comparisons between AISD and statewide LEP student performance, AISD showed higher mastery in six comparisons, and lower mastery in six. Grade 1 and 11 mastery percentages are not yet available. For the third year in a row, grade 3 mastery for LEP students in AISD exceeded that of LEP students in the State in all areas and grade 7 mastery was lower in all areas. The distance was greatest from the State LEP average in writing at grades 9 and 7 and mathematics and reading at grade 7.

- Mastery percentages were lower for LEP than for AISD non-LEP students and Hispanic students. A notable exception is at grade 1 mathematics where LEP students scored higher than Hispanics. Mastery percentages were closest to AISD non-LEP and Hispanic students at grades 1 and farthest at grades 7 and 9.

Overall, TEAMS mastery percentages for LEP students showed about as many increases as decreases in 1988-89 at the elementary level. Grade 1 mastery percentages showed the most improvement. Results indicate that efforts at improving mastery of the TEAMS have had a positive effect in some grades, but not in others.

At the secondary level, three increases (grade 9) and three decreases (grade 7) were seen. Although the mastery rate doubled (from 7% to 15%) in the grade 9 writing mastery percentage, this still is a great area of concern. The low mastery percentage indicates that there may be a severe problem for these students when they take the Exit-Level TEAMS. Stiffer requirements will mean these students will have to master a writing sample (along with other Exit-Level TEAMS areas) before graduation. Based on this year's results, 85% of the students taking the writing test were not able to master it and, without special help, might therefore be expected to have trouble mastering the Exit-Level writing test as well. Secondary LEP students have shown low mastery of writing since TEAMS began. Special efforts are now even more important to ameliorate lack of skill in this area. This task will be especially difficult, given the nature of the secondary LEP population, with large numbers of low achievers (who have been unable to exit LEP programs) and students fairly new to the country. Quick attainment of these minimum skills will be a challenging goal.

Exit-Level TEAMS

The Exit-Level TEAMS is a high-stakes test--students are required to pass both the mathematics and language arts sections to earn a diploma. Students first take the test in October of grade 11. Those who fail to master one or both areas, plus anyone new to Texas, is tested subsequently. Students have three additional chances to show mastery. No exemptions are allowed for LEP students. **This year, nine LEP twelfth graders did not earn a diploma because they failed to master the Exit-Level TEAMS.** This represents 38% of the 24 students failing to earn a diploma because of TEAMS.

The passing percentage for LEP eleventh graders who took the test for the first time in fall, 1988 shows:

- 59% of the 46 students mastered mathematics while 41% did not, and
- 36% of the 47 students mastered language arts while almost two thirds (64%) or 30 students did not.

Substantial percentages failed to master one or both areas. The rate of LEP students not mastering the language arts test increased from 1987-88 (51%) to 1988-89 (64%). This emphasizes the need for LEP students to master language arts skills at earlier grades or to be provided special assistance if new to AISD at the secondary level. The rate of students failing to pass the mathematics test for the first time increased slightly from 1987-88 (28%) to 1988-89 (31%).

Spanish TEAMS

The Spanish TEAMS is given at grades 1 and 3 only. The English and Spanish tests are somewhat different so results cannot be compared directly. While skills covered are similar to those on the English TEAMS (some items are translations), no writing sample is included on the Spanish TEAMS, and one extra objective measured by multiple choice items is included.

FIGURE 8
1988-89 SPANISH TEAMS
LEP MASTERY OF SPANISH TEAMS
STATEWIDE VERSUS AISD MASTERY PERCENTAGES

% Mastering		AISD LEP	STATE LEP
Grade 1	Mathematics	87	*
	Reading	86	
	Writing	87	
Grade 3	Mathematics	90	84
	Reading	98	88
	Writing	98	89

* Not yet available

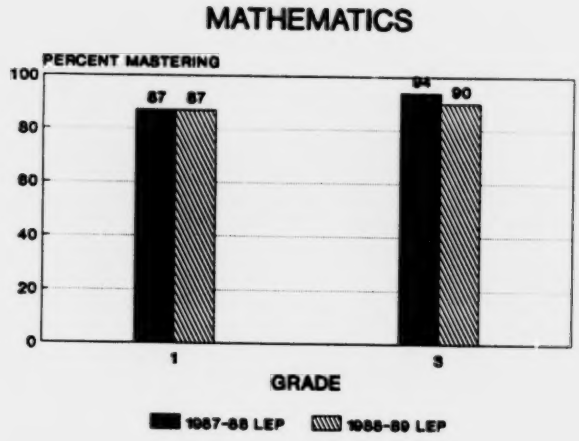
Results are shown in chart and graphic form in Figures 8 and 9. Caution must be taken in comparing AISD to other districts in the State because of possible differences in LEP populations in terms of test exemption decisions and Spanish proficiency. Spanish TEAMS results indicate that:

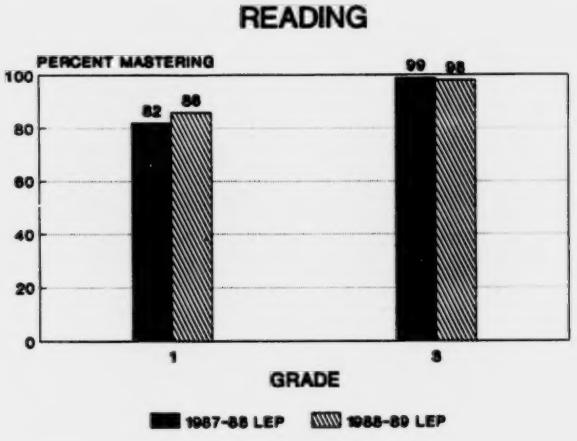
- High mastery percentages (86%-98%) where achieved,
- LEP third graders in AISD demonstrated excellent performance, with mastery percentages higher than for LEP students statewide and AISD LEP first graders.
- Compared to LEP first graders statewide, LEP first graders in AISD demonstrated mastery percentages that were higher in writing, equal in reading, and slightly lower in mathematics. **(Needs to be revised when scores are available.)**

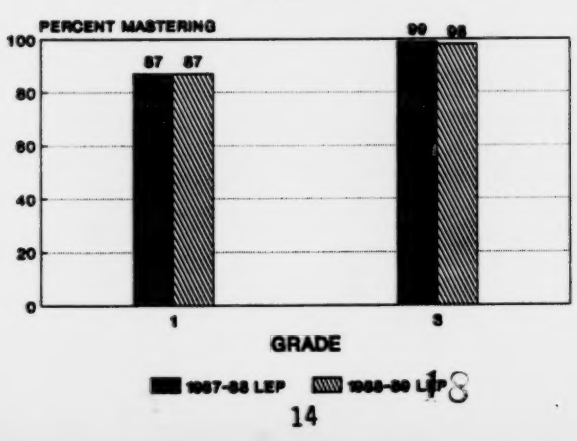
Spanish TEAMS mastery percentages for AISD LEP students for 1987-88 and 1988-89 indicate that:

- First-grade LEP students demonstrated higher mastery in 1988-89 in reading on the Spanish TEAMS.
- Third-grade LEP students demonstrated lower mastery in all three areas in 1988-89.

FIGURE 9
LEP MASTERY OF SPANISH TEAMS
1987-88 VERSUS 1988-89







ITBS/TAP

Two-Year Trends

Achievement progress on the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) can be followed once students are considered by teachers to be ready to be validly tested. These are the norm-referenced tests used in AISD; growth can therefore be compared to national norms. Past AISD research suggests LEP students do make progress on achievement tests in the desired direction over time.

Results reported here follow progress made by those who have been tested in AISD during 1987-88 and 1988-89 in the areas of reading, language, and mathematics. While AISD has LEP students representing 51 language backgrounds, the largest groups are Spanish and Vietnamese. Progress for these students will be presented here; results for other students and the total group are available in the LEP technical report (Pub. No. 88.M).

Figure 11 shows important descriptive information about Spanish- and Vietnamese-background students tested in English on the ITBS or TAP. Total LEP enrollment as of June 1989 was 4,079 students, 1,724 LEP students (42%) were tested in spring of both 1988 and 1989.

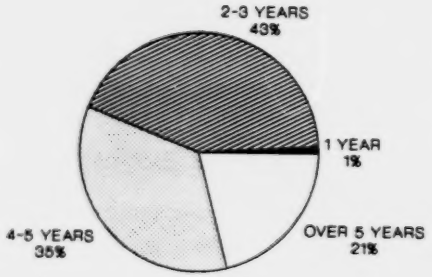
FIGURE 10
SPANISH LEP STUDENTS TESTED 1987 AND 1988
YEARS ENROLLED IN AISD

Of those tested in both 1988 and 1989:

- Almost half of both Spanish (44%) and Vietnamese (48%) students had been in AISD three years or less (also see Figure 11),

- 47% of the Spanish and 92% of the Vietnamese are listed as dominant in their home language (probably an overestimate because students are not retested annually),

- Almost two thirds of both groups (62%) were served in bilingual with one third (35-36%) served in ESL programs.



N = 1,542

FIGURE 11
CHARACTERISTICS OF SPANISH AND VIETNAMESE LEP STUDENTS
TESTED WITH THE ITBS/TAP

	SPANISH	VIETNAMESE
Number Tested	1,542	75
Years in AISD:		
1	1%	-
2 - 3	43%	48%
4 - 5	35%	32%
Over 5	21%	20%
Dominant in:		
Other Language (AB)	47%	92%
Balanced (C)	23%	4%
English (DE)	30%	4%
Programs:		
Bilingual	62%	62%
ESL	35%	36%
Special Education	2%	2%
Other	1%	-

Spanish-Background LEP Performance.
As shown in Figure 12, Spanish LEP students in 1988-89 scored:

- Highest in mathematics at 11 of 12 grades (except grade 3, where language is highest).
- Lowest in reading at all 12 grades.
- Below the national norm at all grades in all three subject areas.

Grade equivalent (GE) score gains of greater than 1.0 allow LEP students to close the gap between their achievement level and the national norm. Gains between spring, 1988 and spring, 1989 for students with Spanish language backgrounds in grades 1-12 in 1988-89 exceeded 1.0 grade equivalents (GE):

- At 6 of 12 grades in language,
- At 6 of 12 grades in reading,
- At 5 of 12 grades in mathematics.

Thus, gains exceeded one GE in 17 of 36 comparisons. Reading gains were less than one GE at grades 3 through 4 and grades 9 through 12.

Some comparisons by grade of gains this year and last are of particular interest.

- Gains were greater than those seen for students in the same grade last year in less than half (13 of 30) of the possible comparisons by grade and subject.
- Grade 4 students made gains of less than one GE in reading and mathematics each of the last five years.

Generally, gains appear moderately strong. This year, all three subject areas show similar numbers of gains above one GE. Grade levels that appear to need extra attention include 4, 9,and 10 with gains of less than one GE in all three subject areas.

Vietnamese-Background LEP Performance.
Trends in the Vietnamese data must be interpreted cautiously, especially by grade, because the number of students tested is quite small. Changes could be the result of individual fluctuations rather than group differences. In spring, 1989, students from grades 1 through 12 scored (see Figure 12):

- Highest in mathematics at 11 of the 12 grades (with language higher at grade 3);
- Lowest in reading at 9 of the 12 grades (with language lower at grades 5, 10, and 11);
- Above the national norm in mathematics at 9 grades and language at 4 grades. No grades were above the national norm in reading.
- Below the national norm in mathematics at 3 grades, language at 8 grades, and reading at all grades.

Grade equivalent (GE) score gains of greater than 1.0 allow Vietnamese LEP students to exceed average national gains, thereby improving their standing compared to national norms. Gains between spring, 1988 and spring, 1989 for Vietnamese students in grades 1-12 in 1988-89 exceeded 1.0 grade equivalents (GE) in 25 of 36 comparisons:

- 8 of 12 grades in language,
- 8 of 12 grades in reading,
- 9 of 12 grades in mathematics.

While numbers of students tested per grade are small, student progress was below average at:

- Grade 9, where gains were less than 1 GE in reading, and mathematics (N=4), and language had a negative gain.
- Grades 5 and 6, with reading and language gains of less than 1 GE.

FIGURE 12
TWO-YEAR TRENDS--LEP ACHIEVEMENT ITBS/TAP

	SPANISH				VIETNAMESE			
	Total Tested	1988	1989	Gain	Total Tested	1988	1989	Gain
Grade	LANGUAGE TOTAL							
1	335	0.10	1.41	1.31	11	-0.06	1.92	1.98
2	254	1.25	2.16	0.91	6	1.32	2.80	1.48
3	209	1.88	3.44	1.56	8	2.29	4.44	2.15
4	146	3.19	4.03	0.85	6	3.35	4.72	1.37
5	134	3.73	4.92	1.19	7	5.00	5.97	0.97
6	111	4.37	5.28	0.91	7	4.60	5.26	0.66
7	106	4.76	6.00	1.25	9	5.39	7.29	1.90
8	89	5.05	6.30	1.25	8	6.44	8.15	1.71
9	69	5.68	6.07	0.40	4	6.90	6.42	-0.47
10	36	6.39	7.24	0.86	4	7.77	7.97	0.20
11	27	8.18	9.06	0.88	3	5.67	7.30	1.63
12	26	7.89	9.12	1.23	2	10.40	12.20	1.80
Grade	READING COMPREHENSION							
1	335	0.06	1.31	1.26	11	0.11	1.68	1.57
2	254	0.98	2.06	1.09	6	1.12	2.57	1.45
3	209	1.90	2.76	0.86	8	2.05	3.31	1.26
4	146	2.64	3.36	0.73	6	2.68	3.85	1.17
5	134	3.01	4.11	1.09	7	3.89	4.60	0.71
6	111	3.57	4.68	1.12	7	3.67	4.50	0.83
7	106	4.00	5.42	1.42	9	4.86	6.10	1.24
8	89	4.81	6.08	1.28	8	5.51	7.02	1.51
9	69	5.61	6.16	0.55	4	5.72	6.35	0.63
10	36	6.08	6.90	0.82	4	6.82	9.05	2.22
11	27	7.85	8.32	0.47	3	6.07	6.13	0.07
12	26	7.24	8.19	0.96	2	7.25	9.10	1.85
Grade	MATHEMATICS TOTAL							
1	335	0.45	1.70	1.25	11	0.74	2.08	1.35
2	254	1.69	2.88	1.19	6	2.07	3.38	1.32
3	209	2.78	3.29	0.51	8	3.06	4.14	1.07
4	146	3.38	4.20	0.82	6	3.50	4.95	1.45
5	134	3.99	5.13	1.14	7	4.93	6.23	1.30
6	111	4.77	5.65	0.88	7	4.94	6.20	1.26
7	106	5.36	6.25	0.88	9	6.83	8.54	1.71
8	89	6.17	6.97	0.80	8	8.07	8.95	0.88
9	69	6.88	7.48	0.60	4	7.40	7.97	0.58
10	36	7.76	8.33	0.57	4	12.35	12.10	-0.25
11	27	10.28	11.32	1.04	3	9.00	10.30	1.30
12	26	9.57	10.60	1.03	2	11.90	13.25	1.35

*Pretest (1988) scores coverted from 1982 to 1985 norms. Includes students tested both in spring, 1988 and spring, 1989 only.

DROPOUT RATES

Since 1983-84, the Office of Research and Evaluation has been reporting dropout statistics, modifying and refining the procedures each year. At present, current procedures are quite comprehensive and match State requirements. (See ORE Publication Number 88.15, 1987-88 Dropout Report.) In Texas, a dropout is a student who is absent for a period of 30 or more consecutive school days from a school without approved excuse and whose records have not been requested by another school. Keeping track of who is and is not a dropout in AISD, as in most other school districts in the United States, is highly dependent upon the exchange of school records to verify and award subject credits at the high school level. This also substantiates re-enrollment. However, many junior highs and foreign countries do not request transcripts which tends to inflate junior high rates overall. Efforts to reduce this problem in 1988-89 included both better record keeping and new reporting procedures for transferring students. Postcards (in English and Spanish) instituted last year were given to transferring students' parents to complete and have returned by receiving schools after verification.

In 1986-87, the time frame for calculating dropouts was expanded to a truer annual rate, with students counted as dropouts if they left AISD between September 1, 1986 and September 1, 1987, and did not reenroll prior to September 15, and had no transcript request by October 1, 1987. In 1987-88, the dropout rate was calculated in the same way. The October rates allow more time for transcript requests to arrive for students who left during the previous year (tending to lower the school-year rate) but count as summer dropouts those who finished the school year but did not return.

Research suggests certain types of students are at higher risk of dropping out, including Hispanic students, LEP students, low-income students, and low achievers. Of course, these factors are interrelated. Data indicate the following about dropout status (see Figure 13):

- At the senior high level, LEP students' overall 1987-88 dropout rate was 22.1% (as of October, 1988). This year's rate is higher than last year's rate of 20.5%. The Hispanic and AISD rates also increased from last year. The difference between the rates for LEP students versus AISD and Hispanic students overall is larger this year than last.

- At the junior high level, LEP Students' 1987-88 dropout rate was 14.4%. Dropout rates are lower for all groups in 1987-88 than in 1986-87. Differences between LEP and Hispanic and AISD rates were somewhat smaller in 1987-88 than in 1986-87.

- Junior and senior high LEP dropout rates were higher than those for all Hispanic and all AISD students both years. Differences between LEP and Hispanic and AISD rates were somewhat smaller in 1987-88 than in 1986-87.

The LEP dropout rate was 14.4%.

FIGURE 13
1988-89 DROPOUT RATES

Senior High Dropouts -- 1987-88
AS OF OCTOBER 1, 1988

Group	School Year No.	School Year %	Summer No.	Summer %	Total No.	Total %
LEP (N=434)	59	13.6%	37	8.5%	96	22.1%
Hispanic (N=4,687)	493	10.5%	262	5.6%	755	16.1%
AISD (N=17,528)	1,447	8.3%	865	4.9%	2,312	13.2%

Senior High Dropouts -- 1986-87
AS OF OCTOBER 1, 1987

Group	School Year No.	School Year %	Summer No.	Summer %	Total No.	Total %
LEP (N=414)	49	11.8%	36	8.7%	85	20.5%
Hispanic (N=4,445)	472	10.6%	195	4.4%	667	15.0%
AISD (N=17,778)	1,426	8.0%	731	4.1%	2,157	12.1%

Junior High Dropouts -- 1987-88
AS OF OCTOBER 1, 1988

Group	School Year No.	School Year %	Summer No.	Summer %	Total No.	Total %
LEP (N=450)	36	8.0%	29	6.4%	65	14.4%
Hispanic (N=2,781)	175	6.3%	137	4.9%	312	11.2%
AISD (N=8,650)	333	3.9%	367	4.2%	700	8.1%

Junior High Dropouts -- 1986-87
AS OF OCTOBER 1, 1987

Group	School Year No.	School Year %	Summer No.	Summer %	Total No.	Total %
LEP (N=453)	46	10.2%	40	8.8%	86	19.0%
Hispanic	187	6.1%	179	5.9%	366	12.0%
AISD	405	4.2%	512	5.4%	917	9.6%

ADDITIONAL INFORMATION: ACHIEVEMENT, ATTENDANCE, DISCIPLINE GRADES, RETENTION, AND DROPOUTS

The Generic Evaluation System (GENESYS) was developed by ORE this year as a means of streamlining evaluation of different groups of students or programs. GENESYS provides outcome information for the following variables:

- Group characteristics: Number served by grade, ethnicity, sex, low income, LEP, overage for grade;
- 1988-89 achievement results by grade: ITBS, TAP, TEAMS and 87-88 to 88-89 ROSE regression analysis trend information;
- Other outcome information: Attendance, discipline, grades/ credits, dropout, and retention rates.

Comparison data were run for AISD overall, AISD elementary, middle school/junior high, and senior high schools.

Six groups of LEP students were run through this system:

- **Elementary** LEP students served with bilingual or ESL instruction
- **Elementary** LEP students with parent denials
- **Middle/junior high** LEP students served with bilingual or ESL instruction
- **Middle/junior high** LEP students with parent denials
- **Senior high** LEP students served with ESL instruction and
- **Senior high** LEP students with parent denials

GENESYS makes it feasible to compare LEP students being served tc LEP students who have a parent denial of service. The program summary data and executive summaries for elementary, middle/junior high and senior high groups are provided as Attachments 3 through 5. A list of definitions on the variables used is also provided as Attachment 6.

Overall, for LEP students being served, results show that:

- As the grade level increases, so does the percentage of LEP students who were overage for their grade.
- Also, as the grade level increases, so does the number of LEP students who were classified as special education.
- LEP students score lower on the ITBS, TAP, and TEAMS than other AISD students.

- The number of LEP students dominant in English or balanced in English and another language was sufficient at grades 2 through 8 to test their achievement gains between spring of 1988 and 1989 against those in AISD with similar pretest and other characteristics. Predicted scores in reading and mathematics were determined through regression analyses (ROSE approach). Gains were at the expected level in 11 of the 14 comparisons. Gains were at the expected level at all grades in reading; in mathematics, gains exceeded those predicted at grade 5, but were below those predicted in grades 2 and 3.

- Discipline is more of a problem at the middle school/junior high school level (with 8.8% involved in the fall and 7.4% in the spring) than at the elementary or senior high school level.

- Retention rates of LEP students differed most from AISD students districtwide at the middle school/junior high level (20.3% of LEP students were recommended for retention while 15.3% were recommended for retention districtwide).

- The dropout rate for LEP students as of the fifth six-weeks period of 1988-89 was much higher at the high school level (12.7%) than at the middle school/junior high school level (4.0%).

When LEP students with parent denials and LEP students who are being served were compared, results do not clearly favor either group. ITBS achievement favors parent denials; TEAMS, attendance, and retention rates favor those served slightly; discipline rates are very low for both groups. ITBS and TEAMS achievement are below national (ITBS) and AISD (TEAMS) averages for both groups. It is important to note that some students were served for some time before denying service while others were never served.

In elementary:

- Students being served made lower percentile scores on the ITBS than students with parent denials in 16 of 18 comparisons.

- TEAMS mastery rates were higher for LEP students being served than for students with parent denials in 5 of 9 comparisons.

- Attendance was slightly better for students being served (95.9% versus 95.8% in the fall and 94.9% versus 94.5% in the spring).

- A higher percentage of students with parent denials were recommended for retention; (5.1% for parent denials and 3.8% for students being served).

- A slightly higher percentage of students being served were overage for their grade (30% versus 27% for parent denials).

FIGURE 14
ATTENDANCE, DISCIPLINE, AND GRADE POINT AVERAGES (GPA)
FOR LEP STUDENTS SERVED AND
STUDENTS WITH PARENT DENIALS --
GENESYS RESULTS

	Middle/Junior High School				Senior High			
	Served		Parent Denials		Served		Parent Denials	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Attendance	93.0%	90.0%	91.7%	86.9%	89.5%	87.2%	89.0%	86.8%
Discipline	8.8%	7.4%	13.1%	12.2%	3.7%	3.7%	5.4%	3.2%
GPA	78.8%	79.9%	77.8%	77.1%	80.2%	80.4%	79.7%	79.0%

In middle/junior high schools and senior high schools, LEP students with parent denials show higher achievement on the ITBS and TEAMS than those served and lower dropout rates. However, parent denials have lower attendance rates, lower grade point averages, and higher discipline rates (see Figure 14). Retention rates are mixed.

- Attendance was lower for students with parent denials than for students being served.
- The discipline rate was higher for students with parent denials.
- The GPA was lower for students with parent denials.
- In middle/junior high schools, students with parent denials were recommended for retention at a much higher rate than students being served (28.4% versus 20.3%), but at senior highs, the reverse was true (23.0% for parent denials and 23.9% for those served).
- Students who were being served dropped out at a higher rate than parent denials (12.7% and 11.5%, respectively, for senior high schools; 4.0% and 1.9% for middle schools. TEAMS and ITBS scores were generally higher for LEP students with parent denials than for those served.
- Gains for LEP parent denials dominant in English or balanced in English and another language were possible to examine at grades 7 through 12. Gains were at the predicted levels in reading at all grades (as was true for those served). In mathematics, gains exceeded those predicted at grade 7, met expectations at grades 8, 9, 10, and 12, and were below expectations at grade 11.

LEP students whose parents have declined services through bilingual and ESL do not appear to fare as well in attendance, discipline, and grades (secondary) as those served. ITBS and TAP scores are higher for Parent Denials but TEAMS scores are mixed. Some students with parent denials might benefit from bilingual and ESL programs, and should be encouraged to reconsider service. Broader staffing for bilingual and ESL teachers at some schools could serve to encourage such enrollment by making a transfer for service not necessary. For others, special kinds of assistance with achievement or other problems (e.g., tutors, Chapter 1, LAMP, PALS, other supplemental help especially in writing) might be more beneficial. Some parent denials were served for a number of years by LEP programs but were never able to reach the 23rd percentile on an achievement test to allow exit. At the secondary level, some parents eventually deny the service to allow their child to take other classes more beneficial for graduation.

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ATTACHMENTS

Attachment 1 . . . . . LEP Student Summary Statistics, Fall

Attachment 2 . . . . . LEP Student Summary Statistics, Spring

Attachment 3 . . . . . Program Summary Data and Executive Summary for Elementary

Attachment 4 . . . . . Program Summary Data and Executive Summary for Middle/Junior High

Attachment 5 . . . . . Program Summary Data and Executive Summary for Senior High

Attachment 6 . . . . . Genesys Definitions

ATTACHMENT 1
FALL, 1988-89 SUMMARY STATISTICS REGARDING LEP STUDENTS
OCTOBER COUNTS*

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Regular LEP	445	639	611	434	350	274	217	185	177	163	148	76	62	49	3,830
# Special Ed.	1	37	68	45	36	48	47	42	37	34	36	18	18	14	481
Total LEP Served	**446**	**676**	**679**	**479**	**386**	**322**	**264**	**227**	**214**	**197**	**184**	**94**	**80**	**63**	**4,311**
# of Students with Parent Denial for Bil./ESL Program	14	26	33	20	8	16	15	35	84	88	97	56	42	43	577
TOTAL LEP	**460**	**702**	**712**	**499**	**394**	**338**	**279**	**262**	**298**	**285**	**281**	**150**	**122**	**106**	**4,888**
Transitional Bilingual Total	**386**	**531**	**500**	**380**	**291**	**215**	**177**	**45**	**63**	**61**	**0**	**0**	**0**	**0**	**2,649**
Hispanic	381	523	491	376	282	207	165	39	54	52	0	0	0	0	2,570
Vietnamese	5	8	9	4	9	8	12	6	9	9	0	0	0	0	79
English as a Second Language Total	**59**	**108**	**111**	**54**	**56**	**55**	**39**	**138**	**113**	**101**	**145**	**74**	**62**	**47**	**1,162**
Hispanic	14	48	60	26	31	35	22	124	102	87	118	57	44	37	805
Vietnamese	4	7	5	3	5	4	1	3	0	2	11	5	8	4	62
All Others	41	53	46	25	20	16	16	11	11	12	16	12	10	6	295
Special Education Total	**0**	**2**	**6**	**10**	**4**	**10**	**14**	**15**	**16**	**22**	**30**	**16**	**15**	**13**	**173**
Hispanic	0	1	5	9	4	10	12	15	14	21	30	15	14	12	162
Vietnamese	0	1	0	0	0	0	0	0	1	0	0	0	0	0	2
All Others	0	0	1	1	0	0	2	0	1	1	0	1	1	1	9
Modified Instruction Total	**0**	**0**	**0**	**0**	**3**	**4**	**1**	**2**	**1**	**1**	**3**	**2**	**0**	**2**	**19**
Hispanic	0	0	0	0	3	4	1	2	1	1	3	2	0	2	19
Vietnamese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEP Status by Dominance															
Hispanic															
Span. Dominant	291	423	410	286	199	167	115	71	92	90	83	40	31	28	2,326
Balanced Bil.	0	4	18	17	61	48	57	71	61	41	33	24	23	18	476
English Dominant	98	163	178	135	90	75	58	62	38	39	40	12	6	5	999
Vietnamese															
Viet. Dominant	8	13	13	5	13	12	13	6	9	11	11	5	8	3	130
Balanced Bil.	1	1	1	3	0	0	0	1	1	0	0	0	0	0	8
English Dominant	0	1	1	1	1	0	0	1	0	1	0	0	0	0	6

*The LANG Masterfile is a District computer file maintained to provide up-to-date information on all students who have a "home language other than English" (LOTE). Of particular interest are those LOTE students who are of limited English proficiency (LEP). Federal, state, and local guidelines require that these students be provided special language instruction until such time as their language-related achievement and English proficiency improves to criterion levels. Identification and update information is recorded on the Masterfile as a basis for monitoring and meeting the District's repsonsibilities for LEP pupils. NOTE: LEP counts are slightly different (+18 students) from LEP counts sent to the Texas Education Agency. The LEP file from which these numbers were run was saved one day later after new students were added.

88.39

ATTACHMENT 2
SPRING, 1988-89 SUMMARY STATISTICS REGARDING LEP STUDENTS*
AS OF JUNE 19, 1989

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Regular LEP	502	657	527	388	305	231	193	149	168	123	126	80	48	42	3,539
# Special Ed.	17	56	73	52	47	48	43	38	35	45	33	19	16	18	540
Total LEP Served	**519**	**713**	**600**	**440**	**352**	**279**	**236**	**187**	**203**	**168**	**159**	**99**	**64**	**60**	**4,079**
# of Students with Parent Denial for Bil./ESL Program	22	44	36	20	13	11	25	61	80	96	129	54	53	55	699
TOTAL LEP	**541**	**757**	**636**	**460**	**365**	**290**	**261**	**248**	**283**	**264**	**288**	**153**	**117**	**115**	**4,778**
Number of LEP Exits in 1987	0	0	89	67	65	57	32	18	19	24	21	7	6	7	412
Average Number of Years to Exit	0	0	2.2	2.7	3.1	3.5	4.3	4.7	5.7	5.0	5.6	5.3	3.8	4.0	3.5
# Students Served															
Transitional Bilingual Total	**418**	**542**	**439**	**332**	**260**	**176**	**151**	**49**	**64**	**58**	**0**	**0**	**0**	**0**	**2,489**
Hispanic	412	534	433	330	254	171	144	43	53	50	0	0	0	0	2,424
Vietnamese	6	8	6	2	6	5	7	6	11	8	0	0	0	0	65
English as a Second Language Total	**84**	**115**	**88**	**55**	**44**	**53**	**41**	**99**	**100**	**65**	**122**	**76**	**47**	**41**	**1,030**
Hispanic	28	53	58	34	25	35	27	85	87	51	101	64	31	35	714
Vietnamese	4	7	4	3	2	2	2	2	0	2	8	5	4	2	47
All Others	52	55	26	18	17	16	12	12	13	12	13	7	12	4	269
Special Education Total	**1**	**4**	**6**	**10**	**2**	**12**	**11**	**18**	**26**	**28**	**23**	**15**	**14**	**15**	**185**
Hispanic	1	3	6	9	2	12	11	17	24	28	23	13	13	14	176
Vietnamese	0	1	0	0	0	0	0	0	1	0	0	0	0	0	2
All Others	0	0	0	1	0	0	0	1	1	0	0	2	1	1	7
Modified Instruction Total	**0**	**0**	**0**	**1**	**1**	**2**	**1**	**1**	**4**	**0**	**4**	**4**	**1**	**1**	**20**
Hispanic	0	0	0	1	1	2	1	1	4	0	4	4	1	1	20
Vietnamese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEP Status by Dominance															
Hispanic															
Span. Dominant	331	448	366	255	180	136	95	59	86	73	74	37	18	27	2,185
Balanced Bil.	2	5	35	29	48	40	62	55	54	32	37	34	21	20	474
English Dominant	116	185	157	124	98	77	57	50	37	39	27	14	7	5	993
Vietnamese															
Viet. Dominant	9	12	11	4	7	7	9	6	11	9	8	5	4	2	104
Balanced Bil.	0	3	0	2	0	0	0	1	1	0	0	0	0	0	7
English Dominant	1	0	1	1	1	0	0	1	0	1	0	0	0	0	6

*The LANG Masterfile is a District computer file maintained to provide up-to-date information on all students who have a "home language other than English" (LOTE). Of particular interest are those LOTE students who are of limited English proficiency (LEP). Federal, state, and local guidelines require that these students be provided special language instruction until such time as their language-related achievement and English proficiency improves to criterion levels. Identification and update information is recorded on the Masterfile as a basis for monitoring and meeting the District's repsonsibilities for LEP pupils.

1988-89 SERVED LEPS
ELEMENTARY EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group:3260
Percent low income: 90
Percent minority: 91
Percent female: 48
Percent Limited English Proficient(LEP): 89
Percent overage for their grade: 30
Percent special education students: 11

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the ITBS in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often at predicted levels in reading and below predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grades 1-5 was most often lower than the AISD average in mathematics, lower in reading, and lower in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 95.9%, lower than AISD's elementary rate of 96.0%. The program spring rate of 94.9%, was lower than AISD's rate of 95.0%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

RETAINEES: In spring, 1989, 3.8% of the program students were recommended for retention the following year compared to 2.1% for all AISD elementary students.

DISCIPLINE: The percentage of program students involved in discipline incidents was 0.2% in the fall and 0.3% in the spring. AISD's elementary overall rate was 0.2% in the fall and 0.5%in the spring.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME SERVED LEPS - ELEMENTARY 1988-89

	NUMBER SERVED	ETHNICITY H%	B%	O%	SEX F%	M%	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	S	DISCIPLINE %INVOLVED F	S	GRADES & CREDITS AVG	F	S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	3260	01	90	09	48	52	90	89	30	11	95.9	94.9	0.2	0.3	CREDITS EARNED	.	.		3.8
															# F	.	.		
															# NG	.	.		
															GPA	.	.		
											F	S	F	S		F	S	89 TOTAL	
87/88											96.4	95.1	0.1	0.2		.	.	N/A	
																.	.		
																.	.		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N	493	690	652	464	364	288	256	45						
RC %ILE			29	26	23	17	15	12						
N			383	295	274	220	178	31						
MT %ILE			36	47	28	25	27	22						
N			483	361	284	225	183	32						
C %ILE			27	28	24	16	16	17						
N			370	278	271	218	179	31						

TEAMS % MASTERING

	1	3	5	7	9	11
R%	84	72	42			
N	560	313	170			
M%	89	86	75			
N	565	315	177			
W%	89	71	48			
N	559	311	170			

ROSE SPRING 88 TO 89 MEAN GE

RC					
N	74	80	51	60	13
88	1.2	2.0	2.8	3.3	4.2
89	2.2	2.8	3.4	4.2	5.0
GAIN	1.0	0.8	0.6	0.8	0.8
ROSE	=	=	=	=	*
PRED SCR	2.2	2.9	3.6	4.1	4.8
RESIDUAL	-.1	-.1	-.2	0.1	0.2
MT					
N	78	86	50	60	13
88	1.8	2.7	3.5	4.2	5.2
89	2.8	3.3	4.1	5.1	6.1
GAIN	1.0	0.6	0.6	0.9	0.9
ROSE	=	-	-	+	*
PRED SCR	2.8	3.5	4.3	4.9	5.8
RESIDUAL	0.0	-.3	-.2	0.2	0.3

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX) FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

1988-89 LEP PARENT DENIALS
ELEMENTARY EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 158
Percent low income: 83
Percent minority: 82
Percent female: 47
Percent Limited English Proficient(LEP): 3
Percent overage for their grade: 27
Percent special education students: 13

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the ITBS in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often n/a predicted levels in reading and n/a predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grades 1-5 was most often lower than the AISD average in mathematics, lower in reading, and lower in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 95.8%, lower than AISD's elementary rate of 96.0%. The program spring rate of 94.5%, was lower than AISD's rate of 95.0%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

RETAINEES: In spring, 1989, 5.1% of the program students were recommended for retention the following year compared to 2.1% for all AISD elementary students.

DISCIPLINE: The percentage of program students involved in discipline incidents was 0 % in the fall and 0.6% in the spring. AISD's elementary overall rate was 0.2% in the fall and 0.5%in the spring.

* not applicable - number of students too small for analysis

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME LEP PARENT DENIALS - ELEMENTARY 1988-89

	NUMBER SERVED	ETHNICITY H %	ETHNICITY O %	SEX F %	SEX M %	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0158	03	80 18	47	53	83	03	27	13	95.8	94.5	0	0.6	CREDITS EARNED # F # NG GPA	. . . .	. . . .	.	5.1
										F	S	F	S		F	S	89 TOTAL	
87/88										96.9	95.0	0	0		. . . .	. . . .	N/A	

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N	17	41	37	18	11	10	19	4						
RC %ILE			30	36	18	19	18	21						
N			36	15	9	9	14	3						
MT %ILE			38	35	30	41	29	53						
N			35	16	10	9	15	3						
C %ILE			29	36	26	30	26	33						
N			35	15	9	9	14	3						

TEAMS % MASTERING

	1	3	5	7	9	11
R%	63	67	58			
N	35	9	12			
M%	77	70	86			
N	35	10	14			
W%	80	78	75			
N	35	9	12			

ROSE SPRING 88 TO 89 MEAN GE

RC					
N	6	3	5	5	1
88	1.4	2.0	2.7	3.6	4.5
89	2.9	2.8	3.3	4.1	5.3
GAIN	1.5	0.8	0.5	0.5	0.8
ROSE	+	+	+	+	+
PRED SCR	2.5	3.0	3.5	4.3	5.1
RESIDUAL	0.4	-.2	-.2	-.2	0.2
MT					
N	6	3	5	5	1
88	1.8	3.1	3.9	4.8	5.2
89	2.8	3.5	4.5	5.8	7.4
GAIN	1.0	0.4	0.6	1.1	2.2
ROSE	+	+	+	+	+
PRED SCR	2.8	4.0	4.6	5.4	5.8
RESIDUAL	-.1	-.5	-.1	0.4	1.6

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

1988-89 SERVED LEP STUDENTS
MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 571
Percent low income: 89
Percent minority: 99
Percent female: 44
Percent Limited English Proficient(LEP): 78
Percent overage for their grade: 68
Percent special education students: 19

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the ITBS in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often at predicted levels in reading and at predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 7 was lower than the AISD average in mathematics, lower in reading, and lower in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 93.0%, lower than AISD's middle school/junior high rate of 95%. The program spring rate of 90.0% was lower than AISD's rate of 92.9%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 8.8%, was higher than AISD's middle school/junior high rate (4.4%); the program spring rate of 7.4% was higher than AISD's middle school/junior high rate (5.6%). Compared to 1987-88, the percentage of program students disciplined was higher for fall and higher for spring.

GRADES: The 1988-89 fall grade point average (GPA) for program students was 78.8, lower than that for AISD middle schools/junior highs overall (82.9). The program spring GPA was 79.9, lower than that for AISD middle school/junior highs overall (82.1).

Compared to spring, 1988, the fall 1988 GPA of program students was lower. Compared to fall, 1988, the spring, 1989, GPA of program students was higher.

RETAINEES/DROPOUTS: In spring, 1989, 20.3% of the program students were recommended for retention the following year compared to 15.3% for all AISD middle school/junior high students. By the end of the fifth six weeks of 1988-89, 23 program students (4.0%) had dropped out compared to 3.3% of middle school/junior high students districtwide.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME SERVED LEP STUDENTS - JR HI 1988-89

	NUMBER SERVED	ETHNICITY H%	ETHNICITY O%	SEX F%	SEX M%	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0571	00	11	44	56	89	78	68	19	93.0	90.0	8.8	7.4	CREDITS EARNED	1.6	1.8	4.0	20.3
														# F	0.88	0.93		
														# NG	1.88	1.67		
														GPA	78.8	79.9		
										F	S	F	S		F	S	89 TOTAL	
87/88										94.0	92.0	6.7	4.2		2.0	1.5	N/A	
															1.02	0.70		
															0.42	1.77		
															76.9	80.2		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N								164	195	198	14			
RC %ILE								12	11	11	15			
N								134	149	144	4			
MT %ILE								19	16	16	14			
N								133	147	145	4			
C %ILE								12	8	8	18			
N								129	140	139	3			

TEAMS % MASTERING

	1	3	5	7	9	11
R%			38	33		
N			99	3		
M%			54	0	0	
N			100	2	1	
W%			31	0		
N			100	3		

ROSE SPRING 88 TO 89 MEAN GE

RC			
N	54	34	29
88	4.0	4.8	6.0
89	4.7	5.7	6.6
GAIN	0.6	0.9	0.7
ROSE	=	=	=
PRED SCR	4.9	5.6	6.6
RESIDUAL	-.2	0.2	0.0
MT			
N	53	33	29
88	5.0	5.8	6.5
89	5.6	6.4	7.3
GAIN	0.6	0.6	0.8
ROSE	=	=	=
PRED SCR	5.7	6.4	7.1
RESIDUAL	-.1	0.0	0.2

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX) FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

1988-89 LEP PARENT DENIALS
MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 213
Percent low income: 86
Percent minority: 93
Percent female: 44
Percent Limited English Proficient(LEP): 2
Percent overage for their grade: 67
Percent special education students: 12

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the ITBS in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often at predicted levels in reading and incon predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 7 was lower than the AISD average in mathematics, lower in reading, and lower in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 91.7%, lower than AISD's middle school/junior high rate of 95%. The program spring rate of 86.9% was lower than AISD's rate of 92.9%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 13.1%, was higher than AISD's middle school/junior high rate (4.4%); the program spring rate of 12.2% was higher than AISD's middle school/junior high rate (5.6%). Compared to 1987-88, the percentage of program students disciplined was higher for fall and higher for spring.

GRADES: The 1988-89 fall grade point average (GPA) for program students was 77.8, lower than that for AISD middle schools/junior highs overall (82.9). The program spring GPA was 77.1, lower than that for AISD middle school/junior highs overall (82.1).

Compared to spring, 1988, the fall 1988 GPA of program students was higher. Compared to fall, 1988, the spring, 1989, GPA of program students was lower.

RETAINEES/DROPOUTS: In spring, 1989, 28.4% of the program students were recommended for retention the following year compared to 15.3% for all AISD middle school/junior high students. By the end of the fifth six weeks of 1988-89, 4 program students (1.9%) had dropped out compared to 3.3% of middle school/junior high students districtwide.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME LEP PARENT DENIALS - JR HI 1988-89

NUMBER SERVED	ETHNICITY H%	ETHNICITY O%	SEX F%	SEX M%	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89 0213	01 92	07	44	56	86	02	67	12	91.7	86.9	13.1	12.2	CREDITS EARNED	2.1	2.1	1.9	28.4
													# F	1.11	1.17		
													# NG	1.10	0.86		
													GPA	77.8	77.1		
									F	S	F	S		F	S	89 TOTAL	
87/88									92.2	90.4	12.2	6.1		2.3	2.4	N/A	
														1.39	1.30		
														0.56	0.63		
														76.5	77.1		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N								32	82	83	16			
RC %ILE								22	17	19	15			
N								28	64	61	7			
MT %ILE								18	26	26	10			
N								28	61	60	9			
C %ILE								19	19	18	15			
N								27	59	59	4			

TEAMS % MASTERING

	1	3	5	7	9	11
R%				56	0	
N				63	4	
M%				70	0	
N				64	3	
W%				47	25	
N				62	4	

ROSE SPRING 88 TO 89 MEAN GE

RC			
N	20	35	39
88	4.1	5.0	5.8
89	5.1	6.0	6.8
GAIN	1.0	1.0	0.9
ROSE	+	=	=
PRED SCR	4.9	5.7	6.4
RESIDUAL	0.2	0.2	0.2
MT			
N	19	35	40
88	4.8	5.9	7.1
89	5.6	6.7	7.4
GAIN	0.7	0.8	0.3
ROSE	+	+	=
PRED SCR	5.5	6.5	7.4
RESIDUAL	0.0	0.2	-.2

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
+ = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
, = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

1988-89 SERVED LEP STUDENTS - SR. H
SENIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 402
Percent low income: 77
Percent minority: 84
Percent female: 43
Percent Limited English Proficient(LEP): 78
Percent overage for their grade: 75
Percent special education students: 23

Major Findings

TAP ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the TAP in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often n/a predicted levels in reading and n/a predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 9 was lower than the AISD average in mathematics, lower in reading, and lower in writing. At grade 11, student's first-time mastery was higher in mathematics and lower in language arts.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 89.5%, lower than AISD's senior high rate of 93.3%. The program spring rate of 87.2% was lower than AISD's senior high rate of 90.2%. Compared to program students in 1987-88, the 1988-89 attendance of program students was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 3.7%, was higher than AISD's senior high rate (3.3%); the program spring rate of 3.7% was lower than AISD's high school rate (4.2%). Compared to 1987/88, the percentage of program students disciplined was lower for fall and lower for spring.

GRADES AND CREDITS: The 1988-89 fall grade point average (GPA) for program students was 80.2, lower than than that for AISD high school students overall (82.3). The program spring GPA was 80.4, lower than than that for AISD high schools overall (82.6). The average number of credits earned in the fall, 2.1, was lower than than that for AISD (2.6); spring credits earned, 2.1 , were lower than AISD high schools overall (2.3).

Compared to spring, 1988, the fall, 1988 GPA of program students was higher; the number of credits earned was lower.
Compared to fall, 1988, the spring, 1989 GPA of program students was higher; the number of credits earned was lower.

RETAINEES/DROPOUTS: In spring, 1989 23.9% of the program students were recommended for retention the following year compared to 22.2% for all AISD senior high students. By the end of the fifth six weeks of 1988-89, 51 program students (12.7%) had dropped out compared to 8.8% of high school students districtwide.

* not applicable - number of students too small for analysis

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME SERVED LEP STUDENTS - SR HI 1988-89

NUMBER SERVED	ETHNICITY% B	ETHNICITY% H	ETHNICITY% O	SEX% F	SEX% M	LOW INCOME%	LEP%	OVER AGE FOR GRADE%	SPECIAL ED%	% ATT/ENR F	% ATT/ENR S	%INVOLVED F	%INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	% DROPOUT END OF 5TH 6 WK	RETAINED SPR 89 %
0402	00	83	16	43	57	77	78	75	23	89.5	87.2	3.7	3.7	CREDITS EARNED	2.1	2.1	12.7	23.9
88/89														# F	0.52	0.58		
														# NG	1.07	1.07		
														GPA	80.2	80.4		
										F	S	F	S		F	S	89 TOTAL	
87/88										93.6	90.0	5.2	5.5		2.4	2.4	N/A	
															0.74	0.60		
															0.38	0.56		
															79.3	79.9		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N											174	90	77	61
RC %ILE											10	11	10	19
N											105	57	52	35
MT %ILE											18	19	39	35
N											105	57	52	35
C %ILE											11	13	18	23
N											99	56	52	34

ROSE SPRING 88 TO 89
MEAN GE

	9	10	11	12
RC				
N	17	14	18	11
88	6.3	6.7	7.2	7.9
89	6.7	7.5	8.0	9.4
GAIN	0.4	0.8	0.9	1.6
ROSE	*	*	*	*
PRED SCR	7.3	7.9	8.5	9.1
RESIDUAL	-.6	-.5	-.4	0.4
MT				
N	18	14	18	11
88	7.2	8.0	10.5	9.9
89	7.8	8.5	11.8	10.0
GAIN	0.7	0.5	1.2	0.1
ROSE	*	*	*	*
PRED SCR	8.0	8.9	11.4	10.6
RESIDUAL	-.2	-.4	0.4	-.7

TEAMS % MASTERING

	1	3	5	7	9	11
R%					32	31
N					69	42
M%					58	76
N					65	17
W%					15	
N					68	

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C = COMPOSITE
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FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
› = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

1988-89 PARENT DENIALS LEP STUDENTS - SR. HIGH
SENIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 278
Percent low income: 66
Percent minority: 76
Percent female: 42
Percent Limited English Proficient(LEP): 1
Percent overage for their grade: 75
Percent special education students: 11

Major Findings

TAP ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the TAP in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often at predicted levels in reading and at predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 9 was lower than the AISD average in mathematics, lower in reading, and lower in writing. At grade 11, student's first-time mastery was lower in mathematics and lower in language arts.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 89.0%, lower than AISD's senior high rate of 93.3%. The program spring rate of 86.8% was lower than AISD's senior high rate of 90.2%. Compared to program students in 1987-88, the 1988-89 attendance of program students was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 5.4%, was higher than AISD's senior high rate (3.3%); the program spring rate of 3.2% was lower than AISD's high school rate (4.2%). Compared to 1987/88, the percentage of program students disciplined was lower for fall and lower for spring.

GRADES AND CREDITS: The 1988-89 fall grade point average (GPA) for program students was 79.7, lower than than that for AISD high school students overall (82.3). The program spring GPA was 79.0, lower than than that for AISD high schools overall (82.6). The average number of credits earned in the fall, 2.1, was lower than than that for AISD (2.6); spring credits earned, 2.1 , were lower than AISD high schools overall (2.3).

Compared to spring, 1988, the fall, 1988 GPA of program students was higher; the number of credits earned was lower.
Compared to fall, 1988, the spring, 1989 GPA of program students was lower; the number of credits earned was lower.

RETAINEES/DROPOUTS: In spring, 1989 23.0% of the program students were recommended for retention the following year compared to 22.2% for all AISD senior high students. By the end of the fifth six weeks of 1988-89, 32 program students (11.5%) had dropped out compared to 8.8% of high school students districtwide.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME LEP PARENT DENIALS - SENIOR HIGH 1988-89

	NUMBER SERVED	ETHNICITY % B	ETHNICITY % H	ETHNICITY % O	SEX % F	SEX % M	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0278	00	76	24	42	58	66	01	75	11	89.0	86.8	5.4	3.2	CREDITS EARNED	2.1	2.1	11.5	23.0
															# F	0.50	0.76		
															# NG	1.10	0.86		
															GPA	79.7	79.0		
											F	S	F	S		F	S	89 TOTAL	
87/88											93.7	90.0	6.5	5.0		2.3	2.4	N/A	
																0.70	0.63		
																0.56	0.63		
																78.8	79.1		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N											116	60	48	54
RC %ILE											23	16	13	17
N											76	38	38	40
MT %ILE											29	26	34	42
N											76	38	38	40
C %ILE											28	20	23	28
N											74	37	38	38

TEAMS % MASTERING

	1	3	5	7	9	11
R%					58	50
N					71	34
M%					66	64
N					74	14
W%					27	
N					73	

ROSE SPRING 88 TO 89
MEAN GE

RC				
N	43	28	29	30
88	7.1	6.9	6.8	7.6
89	7.8	7.5	7.7	8.4
GAIN	0.7	0.6	0.8	0.8
ROSE	=	=	=	=
PRED SCR	8.4	8.3	8.2	8.8
RESIDUAL	-.6	-.8	-.5	-.6
MT				
N	43	28	29	30
88	7.9	9.0	10.1	10.5
89	8.6	9.4	10.3	11.9
GAIN	0.7	0.4	0.2	1.3
ROSE	=	=	-	=
PRED SCR	8.8	10.0	11.1	11.1
RESIDUAL	-.2	-.6	-.8	0.3

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88.39

ATTACHMENT 5
(Page 4 of 4)

41

GENESYS DEFINITIONS--PROGRAM SUMMARY

PROGRAM MEMBERSHIP--DESCRIPTIVE INFORMATION

For each program included in GENESYS, ORE or program staff define those to be included (see program definitions). Most programs or groups are for students involved in 1988-89. Some (e.g., sixth graders and TAP/AIP) are for groups served in 1987-88. Descriptive information provided for each program includes:

NUMBER SERVED: Total served (may be cumulative, semester, or one point in time count).

ETHNICITY: Percentage Other (O) (includes Whites, Asians, and American Indians), Black (B), Hispanic (H).

SEX: Percentage female (F) and male (M).

LOW INCOME: Percentage eligible for free or reduced-price meals.

LEP: Percentage identified as limited in English proficiency (regular or special education) and served in bilingual, English-as-a-Second Language (ESL), or alternative programs as of the end of the year (or whenever GENESYS was run). Note: Some students "exit" or leave LEP status each May once English proficiency is attained.

OVERAGE FOR GRADE: Percentage older than expected for the grade by one or more years (as of September 1). Example: 1st graders 7 or more on September 1.

SPECIAL EDUCATION: Percentage of students in special education of any type.

OUTCOME INFORMATION: (Unless noted, VSAM files accessing the most current data available are utilized).

ATTENDANCE: Mean percentage attendance (days attended divided by days enrolled) for fall and spring of 88-89 and 87-88. Data for 87-88 are for those enrolled in 88-89 program who were active in AISD in 87-88.

DISCIPLINE: Percentage of students involved in serious discipline incidents (corporal punishment, suspension, expulsion) in fall and spring of 1988-89 and 1987-88.

GRADES: Indicates mean credits earned (CREDITS EARNED), number of F's (#F), number of courses with no grade (NO GRADE), and grade point average (GPA). Information is shown for fall and spring of 1988-89 and 1987-88. A normal course load is five or six classes (2.5 to 3.0 credits) per semester. The grade point

average (GPA) is calculated without courses in which no grade has yet been assigned; it includes F's and passing grades based on a point system of 1-100 points with 70 as passing. The grade point scale for converting numerical scores to regular course grade

points is included below:

Numerical Scores	Regular Course Grade Point	Honors Course Grade Point
97-100	4.5	5.0
93-96	4.0	4.5
90-92	3.5	4.0
87-89	3.0	3.5
83-86	2.5	3.0
80-82	2.0	2.5
77-79	1.5	2.0
73-76	1.0	1.5
70-72	.5	1.0

(Source grades and credits: SGR History File --SGRH) (Senior high only until spring; junior high for both semesters can then be added.) (Source for conversion table: Board Policy Manual, Austin I.S.D., Volume 1)

DROPOUT: Percentage of students who dropped out of school by the end of the fifth six weeks of school. The percentage who dropped out during the 1988-89 school year or during summer of 1989 will be available in fall, 1989 (88-89 TOTAL).

RETAINED: Percentage of students recommended for retention as of May, 1989. NOTE: Some students may not eventually be retained, especially at the secondary level. Successful completion of summer school courses or correction of grades can result in promotion. Also, at the high school level, students repeat only courses failed. A "retained" label simply means students have not earned 5, 10, or 15 credits to be promoted to grades 10, 11, and 12, respectively. Also, some special education categories are listed as retained until schools provide promotion data. Retention status will be updated after summer school is complete.

ITBS/TAP: Median percentiles (%iles) of group along with total sample size by grade (TOTAL N) and number tested (N) in Reading Comprehension (RC), Mathematics Total (MT), and Composite (C). Composite scores include:

Grades 1-2: ITBS Vocabulary, Reading Comprehension, Mathematics Total, Spelling, and Word Analysis

Grades 3-8: ITBS Vocabulary, Reading Comprehension,Mathematics Total, Language Total, and Work Study Total

Grades 9-12: TAP Reading Comprehension, Mathematics Total, Written Expression, Using Information, Social Studies, and Science

TEAMS: Percentage (%) and number (N) tested who mastered each test--Reading (R), Language Arts (LA) for Exit Level TEAMS, Mathematics (M), and Writing (W). Mastery levels are set yearly by TEA based on a scale score of 700 on each test.

ROSE: The Report on School Effectiveness (ROSE) compares Reading Comprehension (RC) and Mathematics Total (MT) grade equivalent (GE) scores for spring, 1988 (88) and 1989 (89) to determine if gains achieved are above (+), below (-), or at (=) predicted levels based on regression analyses. All students in a grade in a program are treated as a group. ROSE predictions for groups with less than 20 students (*) are not reliable (and are therefore not shown). The predicted score (PRED SCR) for the group is shown for reference.

genesysf

Austin Independent School District

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